

CHAPTER II

LITERATURE REVIEW

This chapter elaborates the reviews of related literature used in this study. This purposes at providing some information concerned with the key terms and presenting supported previous studies. It covers overviews of the definition of reading, reading material, and vocational high school.

A. Reading

1. Definition of Reading

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. It is the process results from the negotiation of meaning between the text and its reader. Experts define reading in some ways. Harris and Sipay (1980) define reading as a receptive language process. It is a psycholinguistics process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which reader constructs.

Similarly, Reading is a basic skill that will empower everyone who learns it. The readers will be able to advantage from the store of knowledge in printed material. And also, the readers be able to contribute their knowledge. As a good teaching process, it enables students to learn to read and read to learn (Elizabeth, 2003).

Based on the theory above, the writer concludes that reading is a basic skill that will empower everyone who learns it. The reading process can make the reader active. it is a fluent process that involves the reader.

The reading material can build meaning. By reading, people can develop their knowledge about any kind of information, adding new vocabularies, enjoying literature and so on.

2. The Purpose of Reading

Reading is an activity with the purpose. A person may read to learn new information, confirm what they already know, or to criticize a writer's ideas or writing style. Reading can also be done for fun or to learn more about the language being read. According to Nunan (1999) suggest that there are seven main purposes of reading: to obtain information for some purposes or because we are curious about some topic, to obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works), to act in play (play game, do a puzzle), to keep in touch with friends by correspondence or to understand business letters, to know when or where something will take place or what is available, to know what is happening or has happened (as reported in newspaper, magazines, reports), and for enjoyment or excitement.

B. Types of Reading

As we know, there are many types of reading. Here the writer quotes some types of reading according to Ueta (2005), they are as follows:

a. Skimming

Skimming is a reading technique that can be used by the reader to read text quickly. The reader runs their eyes when read a whole text to get the information. Besides that, many techniques can be used by the reader. One of them is SQ3R technique (see, for example, Nuttall, 1996; Brown,

2001) starts with skimming the words on text for an overview of the main ideas, and then the readers more focus on reading. It is part of the reading task. By introducing new lessons in the textbook, it is more desirable to start with skimming. The reader can interpret the text word by word, or sentence by sentence to improve reading skills.

b. Scanning

Scanning is also a reading technique that can be used by the reader to get information from text without reading the whole text. The scanning technique is a useful skill especially in daily life, for example in looking for a telephone directory, reading a timetable for getting information quickly.

c. Careful reading

According to Urquhart and Weir (1998), by using reading the learners can study. The learners attempt to get detailed information in the whole text. Thus, the reading rate seems to be rather slower than other types of reading. Readers often require rereading and inference to connect information with background knowledge is needed.

d. Browsing

Browsing is the sort of reading where readers do not have any particular goals for reading. Parts of a text may be skipped fairly randomly, there is little need to integrate the information. A lot of us often browse magazines and newspapers just for fun. In the classroom, students have few opportunities to browse English articles. It might be desirable

for teachers to store supplementary English material for browsing and provide some opportunities to browse them.

e. Reading for general comprehension

Grabe and Stoller (2002) state that the point out is the most basic purpose of reading though, it is more complex than commonly assumed. Reading for general comprehension is requires rapid and automatic processing of words. It is a strong skill in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

C. Teaching Reading

If we are to succeed in teaching students to read, we must first engage them in the reading process. Because reading is one of the main skills in English, the teacher must immerse students in as much reading as possible to get better at reading. Brown in Kartini, states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, proving with knowledge, causing to know or understand.

The goal of teaching reading must be to teach comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language, and to build understanding and comprehension skills. We must teach students how to approach all types of text, and provide motivation, excitement, and self- confidence to our students as readers. There are some principles behind the teaching reading stated by Harmer (2007):

1. Encourage students to read as often and as much as possible. The students have to read as much as possible so that it can improve the students reading comprehension.
2. Students need to be engaged with what they are reading. The teacher provides the interesting text so that the student is engaged with the text.
3. Students should be encouraged to respond to the content of a reading text, not just to the language. Students have to know the message of the text and they can retell or express the story.
4. Prediction is a major factor in reading.
The students have to look at the cover and back cover to help them select what to read and then to help them get into the book.
5. Match the task to the topic.
6. Students are asked to read based on the level then the students have to do the task which is appropriate to the text that they read.
7. Good teachers exploit reading text to the full.
The teacher makes the reading text into an interesting lesson sequence and using a range of activities to bring the text to life.

In conclusion, one of the most important tasks that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

Nevertheless, the success of learning to read is fully in hands- on students because no one can teach explicitly the relevant categories, features,

and interrelationships that are involved in a text. As a result, to gain all knowledge explained by the experts above, the students have to be able to perfectly solve the problems of reading by generating and testing their hypothesis helped by their background knowledge and experience in reading.

D. Reading Material

1. Definition of Reading Material

Materials are parts that are put together to make something. It means having a logical connection to a topic or knowing about events that would have a significant impact on a decision or course of action. This indicates that material refers to the kind of things required to master a subject. The term "material" refers to the data and figures that will be used in a book, composition, report, etc. (Webster: 1981).

Teachers teach their students how to use reading in the real world by providing them with a variety of reading materials. At the point when understudies read "genuine" books, papers and magazines, follow headings for making things, sort out how things work, and gaze upward data in reference books, they find out about the elements of perusing.

Reading materials, as previously stated, are written materials meant to be read. Reading materials are very important because they provide students in reading classes with assistance.

2. The Importance of Reading Material

Reading is one of the language skills that students must acquire in order to learn English, so reading materials are crucial. According to Tignaneli (2007), reading materials can be analyzed at various stages of

planning and implementation for a variety of purposes, including formative, summative, and developmental, to name a few. The current investigation's evaluation is merely summative, the obtained data will be used to make decisions about how to use classroom materials.

Reading material, according to Leu and Kinzer (1987), becomes significant due to its influence on student interest and quality. They will be able to select materials that are more consistent with their framework or modify materials to more closely fit the homework if they know the assumptions behind a set of instructional materials.

The students actually are able to achieve well because they have a positive perception of the subject, particularly the lecture material. Because reading material correlates with students' perception and achievement, students are more likely to achieve success if they have good perception.

3. The Syllabus of Reading Material

According to Mulyasa asserts (2009) stated that a syllabus is a lesson plan for a group of subjects with a specific theme. These subjects include the education unit's standards of competence, basic competence, learning materials, indicator, assessment, allocation of time, and learning resources. According to Roberto Rabini, a syllabus is an opinion about how language and learning work: By indicating some objectives that must be met, it serves as a guide for both the teacher and the students.

It is possible to deduce from the preceding explanation that the syllabus is the teacher orientation in teaching that provides the systematic

materials. In the Merdeka Belajar Curriculum for the high school level, there are no more majors in science, social studies, and language. Students who enter adulthood can choose subjects of interest. According to Kemendikbud site, the Merdeka Curriculum was developed as a more flexible curriculum framework, while simultaneously focusing on essential materials and developing students' character and competencies.

The main characteristic of the curriculum that supports the recovery of this learning is project-based learning for the development of soft skills and character according to the profile of Pancasila Students. Students focus on essential material so that they have sufficient time to study in depth various basic competencies such as literacy and numeracy. Teachers are more flexible to carry out differentiated learning according to the abilities of students and adapt it to local contexts and content. In the end, the guarantee for the continuity of the Independent Learning Curriculum lies with the teacher. The role of the teacher remains at the center of the educational process.

E. Vocational High School

1. Definition of Vocational High School

Vocational high school is a kind of education that places an emphasis on enhancing students' capacity to perform particular types of work. Secondary vocational education places a high priority on preparing students for the workforce and helping them adopt professional attitudes. Vocational high schools offer educational curricula that are specific to the types of jobs available (Government Regulation Number 29 of 1990).

As we all know, Vocational High School is a form of formal education unit that provides vocational education at the secondary education level as a continuation of SMP, MTs, or other forms of equivalent or continuation of learning outcomes that are recognized as the same or equivalent to SMP or MTs (Permendikbud, 2021). It implies that students will be intelligent, competitive, and eager to work. According to Evans in Muliati (2007), a person is better prepared to work in one work group or one occupational area than in other occupational fields with the help of a vocational education. As long as the subject of study is studied in depth and the depth is meant to serve as a preparation for entering the workforce, it is understood that every field of study is vocational education.

F. Previous Studies

In conducting this research, the researcher found some previous studies to minimize the plagiarism. The first related research is a thesis from Devilia Indah Kusuma (2020), entitled “Developing Supplementary Reading Materials For English Course Program Of Grade XII at SMAN 7 Malang”. This study is addressed to design a teaching material which compatible for students of grade XII in following the English course program. The goal of this study was to develop a product which can be applied for an educational program in English learning and teaching. Devilia’s research similarities with the research conducted by researcher are the same as developing reading material. The difference lies in the content and the subject under research. The researcher

developed reading material for tenth-grade students while Devilia's developed reading material (module) for English course program of grade XII.

The second previous study is Nur Fadilah Rahman (2018), entitled "Developing English Reading Materials Through Web Blog For Students Of English Education Department At State Islamic University Of Alauddin Makassar". The research is about developing Web Blog in teaching and learning English reading materials. There are three aims in this research. The first, this research aimed to describe teaching English reading materials for students of English Education Department in term extremely need. The second is to produce the blue print of Web Blog that contains of English reading materials. The third, this research aimed to examine the effectiveness of the application and implementation of Web Blog as a media in teaching and learning English Reading Materials for students of English Education Department intake academic year 2015/2016.

The research design used in this study was Research and Development (R&D) to obtain a new knowledge that it might used to create a new product. The development model that used is Dick and Carey models it consist of ten phases. In this research, due to the limited times and funds the researcher simplified the ten phases of Dick and Carey models into three phases. They were analysis, design, and evaluation. Nur's research has similarities with the research conducted by researcher are the same as developing reading material. The difference lies in the content and the subject under research. The researcher developed reading material for tenth-grade students while Nur's developed reading material for students of English Education Department

intake academic year 2015/2016. Besides, Nur's used web blog as the reading material, while the researcher used reading material that is edited using Microsoft Word Application.

The next related research is Maya Andriani (2020) entitled "Developing An English Reading Material Using A Genre Based Approach For The Tenth Grade Students Of Computer And Network Engineering At Smkn 1 Padangcermin". This research was adapted the ADDIE model proposed by Robert Maribe Branch. The steps of this research were conducting needs analysis, designing the product, developing the product, implementing the product and evaluating the quality of the instructional products and processes. The objectives of this research were designing, developing and knowing the feasibility also the attractiveness of English reading materials for the tenth grade students of Computer and Network Engineering at SMKN 1 Padang Cermin.

Maya's research has similarities with the research conducted by researcher are the same as developing reading material. The difference lies in the content. The researcher developed reading material for tenth-grade students based on the Merdeka curriculum while Maya's developed reading material using genre based approach.

After studying and combining the idea and theory from the previous studies written above, the researcher has a theoretical reason for creating this reading material. Based on the literature review, reading material designed for tenth-grade students based on Merdeka curriculum is limited because it is the newest curriculum. However, research on the construction of reading material

has been conducted. As a result, this project aims to create a reading material specifically for students in the tenth-grade in vocational high school especially SMK Negeri 1 Kras.